

New
Specification



**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2017**

History

Assessment Unit AS 1

Historical Investigations and Interpretations

[SHY11]

WEDNESDAY 17 MAY, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

The main purpose of the mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for **GCE History**.

Candidates should be able to:

- AO1** Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.
- AO2** Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.
- AO3** Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17- or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17- or 18-year-old GCE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Type of mark scheme

Mark schemes for questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Levels of response

In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all questions that require them to respond in extended written form. These questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is satisfactory.

Level 3: Quality of written communication is good.

Level 4: Quality of written communication is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Basic): The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear in places.

Level 2 (Satisfactory): The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (Good): The candidate makes a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 (High Standard): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Option 1: England 1509–1558

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Answer question 1(a) or 1(b) and question 2.

- 1 (a) Analyse the measures taken by the Duke of Northumberland to solve the economic and social problems England faced between 1550 and 1553.

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation and analysis. Responses at this level will demonstrate a superficial understanding of Northumberland's attempts to solve the economic and social problems England faced between 1550 and 1553. Candidates make a limited selection and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will be more detailed and provide some coherent information about Northumberland's attempts to solve England's economic and social problems. They may mention some economic and social policies, such as his repeal of the Vagrancy Act and his ending of the wars. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[7])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Points are developed, showing clearer explanation and analysis. Answers will begin to analyse a range of economic and social policies. For example, they may analyse the legacy left by Somerset, such as the problem of the currency debasement and the cost of the wars. The answer may address Northumberland's attempts to solve these economic problems through ending the wars and discontinuing debasement of the coinage. It may also mention Northumberland's attempts to cut expenditure and make some improvements to the administration of the economy. It may analyse the social problem of enclosures, and may mention the ending of the Vagrancy Act. Candidates make a good selection and use an appropriate form and

style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([8]–[10])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Points are very well developed and substantiated, showing sound explanation and analysis. They will fully analyse Northumberland's attempts to solve the economic and social problems that England faced between 1550 and 1553. Answers may refer to the failure of Somerset's policies such as how he left the economy in disarray and that England is fighting a war against France and Scotland. Therefore, from the very beginning Northumberland was faced with a major crisis. Answers will analyse his economic policies and how he not only attempted to address the immediate problems but also made provision for financial reform which would improve the economy in Mary's reign. He immediately ended the wars as he knew that he needed external security to improve the internal situation in England. He also ended debasement, cut expenditure and reduced loans. He reformed the administration and placed able ministers in positions of power. In the long term, Northumberland attempted to alter the pattern of trade to improve the economy, as well as reform the financial system to stabilise inflation and restore confidence. He was successful in that confidence returned and the economy gradually began to improve. He also left a reform blueprint which Mary I followed. In terms of social policy, he repealed the unpopular Vagrancy Act of 1547. He also repealed the unpopular Sheep Tax and introduced a new Poor Law in 1552 to tackle the issue of poverty. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [10]

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- (b) Analyse the impact of Mary I's attempts to restore Roman Catholicism in England between 1553 and 1558.

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation and analysis. Responses at this level will demonstrate a superficial understanding of the impact of Mary I's

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attempts to restore Roman Catholicism in England between 1553 and 1558. Candidates make a limited selection and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will be more detailed and provide some coherent information about the impact of Mary's attempts to restore Roman Catholicism between 1553 and 1558. They may mention her repeal of all Edwardian legislation. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[7])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Points are developed, showing clearer explanation and analysis. Answers will begin to analyse a range of factors. They may make reference to the impact of Mary I's early proclamations and the removal and replacement of Protestant clergy. They may mention the impact of her use of royal injunctions to re-introduce the traditions of Roman Catholicism, such as the use of Latin and the restoration of Holy Days. Another consequence of Mary I's actions was that priests had to give up their families and celibacy was re-introduced. Reference may be made to the impact of the First and Second Acts of Repeal and show how these Acts re-created the Church Settlement of 1547, as well as removing all anti-papal legislation. Papal supremacy was re-established with the removal of the Act of Supremacy. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([8]–[10])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Points are very well developed and substantiated, showing sound explanation and analysis. Mary successfully repealed all Edwardian legislation and this was met with little resistance. The common folk merely followed the example of the gentry and, as this did not directly affect their power, most were happy for the doctrine to be replaced with the traditional ideas of the Catholic Church. However, the Protestant community was unhappy and many left England for Europe. This happened within the Church and at Court. The re-introduction of Papal Supremacy faced some opposition. Many were unhappy about a foreign ruler once again having power in England. Indeed, this was a contributory factor to the Wyatt Rebellion. It was not the doctrine of the Catholic Church which the rebels opposed but rather they feared for their position and loss of power. Answers may also consider the impact of Mary's

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attempts to ensure that not only was the Roman Catholic Church restored but also strengthened. They may also mention the impact of her attempts to improve the quality and education of clergy. Answers may also refer to the consequences of Marian persecutions. Mary used punishment to force many within her country to conform to her new religious policies. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

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- 2 (a) **Study Source 1.** How useful is Source 1 as evidence for an historian studying the causes of the English Reformation? You must use contextual knowledge in your answer.

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This question targets AO2: the candidate's ability to analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. Candidates must use contextual knowledge in their answer.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[5])

Answers may, typically, paraphrase or quote at length from the source but fail to comment explicitly on relevant points in the light of the question. For example, responses may note that the source argues that the condition of the Roman Catholic Church caused the English Reformation.

Level 2 ([6]–[10])

Answers may, typically, confine themselves to the content of the source and assess its usefulness with reference only to the information it provides. For example, this extract criticises the Roman Catholic Church. It describes the clergy as “ravenous wolves” who are intentionally deceiving the people and “devouring their flock”. It criticises the Church for extracting a tenth of wages and produce from the population. It refers to the clergy as “greedy” and “idle” and accused them of doing nothing for the people. It also condemns the Church for taking power away from King Henry VIII.

Level 3 ([11]–[15])

Answers will utilise the source more comprehensively. They will not only discuss the content of the source well but also highlight its strengths by focusing on its mode, author, date, motive, audience and tone. The author provides us with a contemporary opinion of how some viewed the clergy within the Roman Catholic Church. The source is a direct attack on the clergy, condemning them for not looking after their “flock” or fulfilling their pastoral role. It also criticises them for their greed in taking money and produce from the poor. It also castigates the clergy for removing power from Henry himself. Fish is writing in 1529, on the eve of the break with Rome, when anti-clericalism was growing in England. He is writing on behalf of the poor, sick and needy, as he feels that they have no voice and are not being cared for by the clergy, who are not fulfilling their pastoral role. It is a public document but it is specifically addressed to Henry himself and this is useful as it highlights how concerned Fish is about the state of the clergy. His purpose is to publicly highlight the neglect of the clergy and make the King fully aware of the situation. The tone is one of anger against the clergy and respect towards the King.

Level 4 ([16]–[20])

Answers will not only discuss the merits of the source, but also its limitations. Any plausible limitations should be rewarded. Answers will fully exploit the source and show full appreciation that its value does not just lie in its content but comment on its date, author, mode, motive, audience and tone. To obtain a mark at Level 4, candidates must include relevant contextual knowledge in their answer. Limitations might include the authorship and language of the

source. The source is written in 1529, when anti-clericalism and Protestant ideas are spreading in England. There has already been a European Reformation and there is a desire for change among the educated classes in England. The Protestants had highlighted flaws within the Church, such as abuses, the sale of indulgences and the corruption and immoral behaviour of the clergy. Fish is addressing the public and Henry himself. Henry has no intention of leaving the Roman Catholic Church; in 1521 he was awarded the title of Defender of the Faith for defending it against the Protestant reformers. However, by 1529 he has tired of Catherine of Aragon and has become infatuated with Anne Boleyn. Fish is a Protestant reformer and this may limit the usefulness of this source as he may only want to portray the flaws within the Church. In 1529 the majority of the people were happy with the clergy and most of them were fulfilling their pastoral roles. He refers to the “greed” of the clergy and the extraction of tithes. The Church was entitled to a tenth of all wages and produce.

Any other valid material will be rewarded appropriately. [20]

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- (b) Study Interpretation A and Interpretation B.** Historians have different views about particular issues. Using both interpretations, and your understanding of the historical context, which of these different interpretations of the causes of the English Reformation do you find more convincing?

This question targets AO3: the candidate’s ability to analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[7])

Answers will display a limited understanding of the ways in which the past has been interpreted in the two extracts. Responses will reveal a limited analysis of the interpretations of the causes of the English Reformation. Answers at this level will display little or no understanding of the historical context. Responses may discuss only one of the interpretations. Candidates will not identify which of the two interpretations they find more convincing or will reach an unsubstantiated judgement.

Level 2 ([8]–[14])

Answers will display a satisfactory understanding of the ways in which the past has been interpreted in the two extracts. Responses will begin to analyse different interpretations of the causes of the English Reformation. Answers at this level may display some understanding of the historical context. Candidates will reveal a satisfactory understanding of the views of Elton in Interpretation A and Randell in Interpretation B. Interpretation A argues that, although the divorce issue contributed to the English Reformation, the main cause was the corruption of the Catholic Church. In Interpretation B Randell argues that the main reason for the English Reformation was Henry’s desire to re-establish the English Empire. Candidates may identify which of the two interpretations they find more convincing and will provide some evidence in support of their judgement.

Level 3 ([15]–[22])

Answers at this level will reveal a good understanding of the ways in which the past has been interpreted in the two extracts. Responses will present a good analysis of the different interpretations of the causes of the English Reformation. Answers at this level will display good understanding of the historical context. In Interpretation A, Elton argues that Henry had fixed his desire on Anne Boleyn and making her his wife. As the Pope was a prisoner of Charles V at this time, divorce was out of the question. Elton argues that this contributed to the English Reformation but it was not the main reason. He argues that English national feelings and the corruption within the Catholic Church were the main reasons why the break occurred. Without this Henry could not have achieved his aims. In Interpretation B Randell suggests that Henry's desire for divorce was not the only reason for the English Reformation. While the King was increasing his power over the Church in England, he was also decreasing the power of the Pope. Randell suggests that, while this appears to be Henry's attempt to place pressure on the Pope for a divorce, this was not the only reason. Randell argues that Henry wished to re-establish his sovereign Empire and regain sole power in England. Candidates will identify which of the two interpretations they find more convincing and will provide good evidence in support of their judgement.

Level 4 ([23]–[30])

Answers at this level will reveal a very good understanding of the ways in which the past has been interpreted in the two extracts. Responses will present a very good analysis of the different interpretations of the causes of the English Reformation. Answers at this level will display a very good understanding of the historical context. Interpretation A suggests that Henry's desire for Anne and a Royal divorce were a factor but not necessarily the only cause of the break with Rome. When Anne arrived at Court, Henry was captivated but wanted her merely as a mistress. Anne refused as she would not follow the path of her sister and this made Henry more determined to win her over. Up until this moment relations between Henry and the Pope were good. In 1521 Henry had been given the title of Defender of the Faith for his vehement opposition to the new Protestant heretics. However, at the time of the divorce crisis the Pope was being held prisoner by Charles V, Catherine of Aragon's nephew. Charles did not want to tarnish the reputation of his family. Divorce appeared no longer possible at this time and Anne was persistent on marriage. In 1532 Anne became pregnant, Henry needed a legitimate heir and Thomas Cromwell offered him the solution: a break from Rome. Elton argues that this break with Rome was only possible because of the national feelings at that time. Since 1520 anti-clericalism and anti-papalism had been growing in England. Elton refers to anti-Catholic feeling lying under the surface. Reforming ideas from Europe had been spreading and movements like the Lollards and Humanism were popular amongst the educated classes. This new Protestant movement highlighted the flaws within the Catholic Church such as their abuses, indulgences and the corruption of the clergy. Elton argues that it was only because of the negative mood towards the Catholic Church that a Reformation was possible. Interpretation B offers an alternative reason for the break with Rome. Randell argues that the break with Rome occurred due to political reasons. Henry desired a divorce, he had tired of Catherine of Aragon and he feared for the future of England as he did not have a legitimate male heir.

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As time progressed, he believed that God was punishing him for marrying his brother's wife and therefore divorce, a new wife and a male heir were essential. Randell also refers to Henry's idea for a "sovereign empire" and Henry's desire to break the link between the Pope and the English people. As the Pope would not grant an annulment, Henry began to attack the clergy, Church and then the Pope. Randell argues that, although Henry was using this attack to place pressure on the Pope to grant a divorce, others wanted an end to Papal power and influence in England. At this time there was a surge in nationalism and Henry wished to be recognised as the leader of a great nation. This could only be achieved with a break with Rome. Randell uses the word "re-establish"; it is noted in the act of Royal Supremacy that Henry was reclaiming the title of Supreme Head of the Church which had always been rightfully his. Candidates will identify which of the two interpretations they find more convincing and will provide very good evidence in support of their judgement.

Any other valid material will be rewarded appropriately.

[30]

Option 1

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Option 2: England 1603–1649

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Answer question 1(a) or 1(b) and question 2.

- 1 (a) Analyse the reasons for the breakdown in the relationship between Charles I and Parliament in the period 1625–1629.

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses at this level will demonstrate a superficial understanding of the reasons for the breakdown in the relationship between Charles I and Parliament. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will be more detailed and provide some coherent information about the reasons for the breakdown in the relationship between Charles I and Parliament. Failures in foreign policy and controversial financial policies may be referenced. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[7])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Points are developed, showing clearer explanation and analysis. Answers will begin to analyse a range of reasons for the breakdown in the relationship between Charles I and Parliament. Charles pursued a range of controversial policies. He promoted Arminian clergy in the Church of England. He pursued an unsuccessful foreign policy, fighting wars against France and Spain. He also allowed the Duke of Buckingham to play a leading role in government. This was extremely unpopular in Parliament. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([8]–[10])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Points are very well developed and substantiated, showing sound explanation and analysis. Answers at this level will clearly analyse the reasons for the breakdown in the relationship between Charles I and Parliament. Parliament was angered by the direction of religious and foreign policy. Many MPs also believed that Charles I's policies posed a threat to liberty. By collecting customs without consent and levying forced loans, Charles threatened Parliament's position. He also imposed billeting and martial law in southern England, which persuaded MPs to push for a Petition of Right. Candidates may also examine Parliament's role in the breakdown of the relationship with the King. The House of Commons refused to grant the King permission to collect Tunnage and Poundage and it failed to grant adequate revenues to cover the costs of war. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [10]

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- (b) Analyse the reasons for the execution of Charles I in January 1649.

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses at this level will demonstrate a superficial understanding of the reasons for the execution of Charles I. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will be more detailed and provide some coherent information about the reasons for the execution of Charles I. The King refused to negotiate in good faith with either Parliament or the New Model Army and it was, therefore, impossible to reach a settlement. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There

is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[7])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Points are developed, showing clearer explanation and analysis. Answers will begin to analyse a range of reasons. The failure of Parliament to negotiate a settlement with the King in 1646 or to disband the Army were important factors. This allowed the Army to become politicised and to seize the King in 1647. The Army dominated political life from this moment on, and it was ultimately the Army leaders who were responsible for the King's death. Charles also bears some responsibility: he refused to take negotiations seriously and provoked a Second Civil War. This persuaded the Army leadership that he could no longer be trusted. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([8]–[10])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Points are very well developed and substantiated, showing sound explanation and analysis of the reasons for the execution of Charles I. Candidates will present a clear analysis of the role of the New Model Army in the King's execution. Cromwell attempted to negotiate a settlement with Charles I but failed. The influence of the Levellers was a factor in forcing the Army leadership to realise that Charles could no longer remain as King. After the Second Civil War, the Army purged Parliament and forced it to put the King on trial. The significance of religious radicalism in the Army and of Charles I's failure to defend himself at his trial may also be examined. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

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- 2 (a) **Study Source 1.** How useful is Source 1 as evidence for an historian studying attitudes towards religion in the reign of James I? You must use contextual knowledge in your answer.

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This question targets AO2: the candidate's ability to analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. Candidates must use contextual knowledge in their answer.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[5])

Answers may, typically, paraphrase or quote at length from the source but fail to comment explicitly on relevant points in the light of the question. They may observe that the source reveals that James I was wary of both Catholics and Puritans.

Level 2 ([6]–[10])

Answers may, typically, confine themselves to the content of the source and assess its usefulness with reference only to the information it provides. For example, the source reveals that James supported the Church of England. It also shows a degree of tolerance for Catholics and suspicion of Puritans. James indicates that he shares some beliefs with Puritans but warns that extremists will not be tolerated.

Level 3 ([11]–[15])

Answers will utilise the source more comprehensively. They will not only discuss the content of the source well but also highlight its strengths by focusing on its mode, author, date, motive, audience and tone. For example, the author of the source is James I, so it clearly represents the view of the monarch. James, as Head of the Church of England, held a position of religious leadership and his views are, therefore, of interest to an historian. The speech was delivered in 1604, so it provides historians with a sense of James's attitude towards Catholics and Puritans at the beginning of his reign. There is no possibility of James's views having been affected by hindsight. As the speech is delivered to the House of Commons, it is likely to reflect James's carefully considered view, as he is unlikely to deliver casual remarks before such an audience. As he is addressing the House of Commons, the source may provide an insight into how James wanted to be perceived by the political elite. The source is useful in that it reveals the nuance of James I's religious attitude. He proclaims himself a 'friend' to Catholics provided they are loyal, but he refers to Catholics in general as a 'secret group lurking within the bowels of this nation'. James is also extremely critical of Puritans and indicated that he considers them a threat to political stability. This is particularly useful to historians as such an argument is likely to have been met with hostility in the Commons.

Level 4 ([16]–[20])

Answers will not only discuss the merits of the source, but also its limitations. Any plausible limitations should be rewarded. Answers will fully exploit the source and show full appreciation that its value does not just lie in its content but comment on its date, author, mode, motive, audience and tone. To obtain

a mark at Level 4, candidates must include relevant contextual knowledge in their answer. Limitations might include the fact that the source was a public speech. James I may have tailored his publicly expressed views to fit the prejudices of his audience, the House of Commons. Similarly, he may have been trying to shape the views of his listeners and, thus, the speech may not accurately reflect his privately held opinions. Also, the speech, having been delivered in 1604, may not present an accurate portrayal of James's attitudes in later years of his reign. James, in 1604, was relatively unfamiliar with the religious landscape in England and his opinion may have changed as he became more familiar with this. Candidates may provide context by pointing out that James I had, on many occasions, expressed sympathy for Catholics. His mother and wife were both Catholics and his opinions were considered moderate by most of his contemporaries. James also showed greater willingness to accommodate moderate Puritans than was deemed wise by the bishops of the Church of England. They, for example, were initially opposed to his proposal to meet with representatives of the moderate Puritans at Hampton Court in 1604.

Any other valid material will be rewarded appropriately.

[20]

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- (b) Study Interpretation A and Interpretation B.** Historians have different views about particular issues. Using both interpretations, and your understanding of the historical context, which of these different interpretations of the success of James I's religious policies in the period 1603–1625 do you find more convincing?

This question targets AO3: the candidate's ability to analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[7])

Answers at this level will display a limited understanding of the ways in which the past has been interpreted in the two extracts. Responses will reveal a limited analysis of the interpretations of the success of James I's religious policies in the period 1603–1625. Answers at this level will display little or no understanding of the historical context. Responses may discuss only one of the sources. Candidates will not identify which of the two interpretations they find more convincing or will reach an unsubstantiated judgement.

Level 2 ([8]–[14])

Answers at this level will display a satisfactory understanding of the ways in which the past has been interpreted in the two extracts. Responses will begin to analyse the two different interpretations of the success of James I's religious policies in the period 1603–1625. Answers at this level may display some understanding of the historical context. Candidates will reveal a satisfactory understanding of the views of Parry in Interpretation A and Wilson in Interpretation B. Wilson is critical of James I's policies, twice arguing that they did harm. Parry, on the other hand, is complimentary, suggesting that James found a way to balance factions within the Church of England. Candidates may identify which of the two interpretations they find more convincing and will provide some evidence in support of their judgement.

AVAILABLE
MARKS

Level 3 ([15]–[22])

Answers at this level will reveal a good understanding of the ways in which the past has been interpreted in the two extracts. Responses will present a good analysis of the different interpretations of the success of James I's religious policies in the period 1603–1625. Answers at this level will display a good understanding of the historical context. In Interpretation A, Parry portrays James I as having tried sincerely to accommodate the Puritans, referencing the Authorised Version of the Bible and the appointment of Abbot. Wilson, in Interpretation B, directly contradicts this impression. He states that James had a 'narrow intolerance' of Puritans and attributes his appointment of Abbot to other factors. He also refers to James I's enforcement of conformity after 1604. In Interpretation A, Parry presents no clear judgement on James I's policy towards Catholics, whereas in Interpretation B, Wilson judges it to have been 'inconsistent' and a 'failure'. Candidates will identify which of the two interpretations they find more convincing and will provide good evidence in support of their judgement.

Level 4 ([23]–[30])

Answers at this level will reveal a very good understanding of the ways in which the past has been interpreted in the two extracts. Responses will present a very good analysis of the different interpretations of the success of James I's religious policies in the period 1603–1625. Answers at this level will display a very good understanding of the historical context. In support of Interpretation A, candidates may argue that James was less hostile to Puritans than his predecessor. Parry stresses James I's eagerness to include moderates and achieve a 'compromise'. The Hampton Court Conference appears to have been a genuine attempt to reach out to moderate Puritans. Abbot was appointed because he would win the trust of moderate Puritans. Candidates may point out that Arminian influence grew in the latter years of James's reign, and that this was opposed by Puritans. Candidates may also refer to actions taken by James which helped to 'include moderate Puritan opinion', such as his decision to send a Calvinist delegation to the Synod of Dort. In the light of this, candidates may find Interpretation A more convincing. James I's policy towards Catholics was nuanced, as Parry suggests, although candidates may dispute the assertion that their 'hopes for an improvement were entirely dashed.' In the second half of James I's reign, enforcement of the penal laws was lax. In Interpretation B, Wilson is very critical of James I's approach, condemning it as harmful and narrow. James, it is argued, treated Puritans with scorn. Candidates may contrast Wilson's depiction of the enforcement of conformity with Parry's and may point out that only 1% of clergy were expelled from their livings. Wilson also criticises James for having tried to control what clergy preached from their pulpits. This may be a reference to the 'Directions to Preachers' issued by James I, which forbade preaching on predestination. Candidates may refer to other actions taken by James I which were opposed by Puritans. They may expand on James I's failure to agree to significant reform at the Hampton Court Conference and his inability to carry out the moderate reforms agreed there. They might also point out that many Puritans were displeased with the Authorised Version of the Bible in 1611. Reference may be made to other actions taken by James I which Puritans opposed, such as his decision to issue the Book of Sports or promote Arminian clergy. They might also point to Puritan opposition to James I's leniency towards Catholics. Wilson is complimentary about James's attitude towards Catholics, which he considers

AVAILABLE
MARKS

enlightened, but critical of the outcomes. Candidates may discuss the extent to which James I's policies towards Catholics were inconsistent and may consider Wilson's judgement to be excessively harsh. Candidates may also take issue with Wilson's analysis of the factors that motivated James I's selection of Abbot as Archbishop of Canterbury in 1611. Candidates will identify which of the two interpretations they find more convincing and will provide very good evidence in support of their judgement.

Any other valid material will be rewarded appropriately.

[30]

Option 2

**AVAILABLE
MARKS**

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Option 3: Britain in the Age of Reform 1830–1880AVAILABLE
MARKS

Answer question 1(a) or 1(b) and question 2.

- 1 (a) Analyse the influence of the Utilitarians and Evangelicals on the reform programme of Grey and Melbourne between 1833 and 1840.

This question targets A01: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses at this level will demonstrate a superficial understanding of the influence of the Utilitarians and Evangelicals on the reform programme of Grey and Melbourne between 1833 and 1840. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will be more detailed and provide some coherent information about the influence of the Utilitarians and Evangelicals on the reform programme of Grey and Melbourne between 1833 and 1840. For example, there may be reference to the passing of the Poor Law Amendment Act of 1834. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[7])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Points are developed, showing clearer explanation and analysis. Answers will begin to analyse a range of factors to explain the influence of the Utilitarians and Evangelicals on the reform programme of Grey and Melbourne between 1833 and 1840. Candidates may well focus on the two classic reforms of this period that demonstrate the influence of Utilitarian and Evangelical thinking and pressure. The great triumph for the Evangelicals was the abolition of slavery in the British Empire in 1833, while the application of Utilitarian philosophy was manifested in the Poor Law Amendment Act of 1834, which rationalised the Poor Law system that had been in existence since the Elizabethan

period. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([8]–[10])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Points are very well developed and substantiated, showing sound explanation and analysis of the influence of the Utilitarians and Evangelicals on the reform programme of Grey and Melbourne between 1833 and 1840. Reference could be made to the key personalities behind the two movements, such as William Wilberforce for the Evangelicals and Edwin Chadwick for the Utilitarians. Wilberforce, an MP since 1780, had long campaigned against slavery and had been instrumental in the outlawing of the slave trade in 1807. Chadwick, a disciple of the Utilitarian thinker Jeremy Bentham, was the person mainly responsible for drafting the Poor Law Amendment Act along Benthamite lines. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be awarded appropriately. [10]

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- (b) Analyse how the Conservative government of Benjamin Disraeli addressed the economic and social problems of Britain between 1874 and 1880.

This question targets A01: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses at this level will demonstrate a superficial understanding of how the Conservative government of Benjamin Disraeli addressed the economic and social problems of Britain between 1874 and 1880. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will be more detailed and provide some coherent information

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MARKS

about how the Conservative government of Benjamin Disraeli addressed the economic and social problems of Britain between 1874 and 1880. For example, there may be reference to the passing of the Public Health Act of 1875. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[7])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Points are developed, showing clearer explanation and analysis. Answers will begin to analyse a range of factors to explain how the Conservative government of Benjamin Disraeli addressed the economic and social problems of Britain between 1874 and 1880. An example of social legislation would be the Artisans Dwellings Act of 1875, while economically motivated legislation could include the Merchant Shipping Act of 1876. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([8]–[10])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Points are very well developed and substantiated, showing sound explanation and analysis of how the Conservative government of Benjamin Disraeli addressed the economic and social problems of Britain between 1874 and 1880. Although Disraeli's record of reform is impressive in its extent, his own Home Secretary, Richard Cross, remarked that the government lacked a coherent plan in relation to the production of a legislative programme. For example, the Factory Act of 1874 fell short of popular expectations, while the Public Worship Regulation Act of 1874 divided both the cabinet and the Church of England. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be awarded appropriately. [10]

AVAILABLE
MARKS

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- 2 (a) **Study Source 1.** How useful is Source 1 as evidence for an historian studying the failure of the Chartists? You must use contextual knowledge in your answer.

This question targets AO2: the candidate's ability to analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. Candidates must use contextual knowledge in their answer.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[5])

Answers may, typically, paraphrase or quote at length from the source but fail to comment explicitly on relevant points in the light of the question. They may observe that the source is written by one of the main Chartist leaders, William Lovett.

Level 2 ([6]–[10])

Answers may, typically, confine themselves to the content of the source and assess its usefulness with reference only to the information it provides. A clear strength of the source is that it focuses on the differences between the author of the source, Lovett, and his co-leader of the Chartists, Feargus O'Connor, demonstrating a weakness of the movement that contributed to its failure.

Level 3 ([11]–[15])

Answers will utilise the source more comprehensively. They will not only discuss the content of the source well but also highlight its strengths by focusing on its mode, author, date, motive, audience and tone. The author represents a key strength of the source, as William Lovett was one of the major figures in Chartism. The motive of the source – to emphasise the damaging impact that Feargus O'Connor had on the Chartists, especially through the use of the *Northern Star* – shows how badly divided the movement was. The tone of the source reflects the intensity of the author's antipathy towards O'Connor, a state of affairs that was clearly not conducive to a successful political campaign. However, this adds authenticity to the source as the author seems to be showing his true feelings. Candidates could also consider the significance of the mode and audience – a book published for a general readership.

Level 4 ([16]–[20])

Answers will not only discuss the merits of the source, but also its limitations. Any plausible limitations should be rewarded. Answers will fully exploit the source and show full appreciation that its value does not just lie in its content but comment on its date, author, mode, motive, audience and tone. To obtain a mark at Level 4, candidates must include relevant contextual knowledge in their answer. Limitations might include the date, which is almost 30 years after the presentation of the last Chartist petition to Parliament, leaving open the possibility of hindsight adversely affecting recollection. Another limitation of the source is that the content has a very narrow focus: Feargus O'Connor is presented as the sole reason for the failure of Chartism, due to his flawed leadership. This might be linked to another limitation, which is the motive of the author: is Lovett wishing to make a scapegoat of O'Connor

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MARKS

in order to hide other reasons for the failure of Chartism, such as his own role? Relevant contextual knowledge could include the determination of both government and Parliament not to make concessions to the Chartists, and the improving economy from the mid-1840s on, both of which contributed to Chartist failure. Candidates might also argue that Chartism had a much too ambitious programme – six political objectives in total – to have had a realistic prospect of success, in contrast to the contemporary Anti-Corn Law League which had just one objective that was achieved by 1846.

Any other valid material will be rewarded appropriately. [20]

AVAILABLE
MARKS

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- (b) Study Interpretation A and Interpretation B.** Historians have different views about particular issues. Using both interpretations, and your understanding of the historical context, which of these different interpretations of the reasons for the failure of the Chartists do you find more convincing?

This question targets AO3: the candidate's ability to analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[7])

Answers at this level will display a limited understanding of the ways in which the past has been interpreted in the two extracts. Responses will reveal a limited analysis of the interpretations of the reasons for the failure of the Chartists. Answers at this level will display little or no understanding of the historical context, perhaps noting only that the Chartists had a leadership problem. Responses may discuss only one of the interpretations. Candidates will not identify which of the two interpretations they find more convincing or will reach an unsubstantiated judgement.

Level 2 ([8]–[14])

Answers at this level will display a satisfactory understanding of the ways in which the past has been interpreted in the two extracts. Responses will begin to analyse the two different interpretations of the reasons for the failure of the Chartists. Answers at this level may display some understanding of the historical context, noting that a divided leadership, as emphasised in Interpretation A, and the radical nature of the Chartist movement, as referred to in Interpretation B, both contributed to the failure of the Chartists. Candidates will reveal a satisfactory understanding of the views of Woodward and Scott-Baumann. Candidates may identify which of the two interpretations they find more convincing and will provide some evidence in support of their judgement.

Level 3 ([15]–[22])

Answers at this level will reveal a good understanding of the ways in which the past has been interpreted in the two extracts. Responses will present a good analysis of the different interpretations of the reasons for the failure of the Chartists. Answers at this level will display a good understanding of the historical context. Woodward argues in Interpretation A that the Chartists were handicapped by a divided leadership. He refers to the Chartist

plan to facilitate land ownership among the industrial classes, an idea particularly associated with O'Connor. In contrast, Scott-Baumann argues in Interpretation B that the division between Lovett's moral force Chartism, with an emphasis on education and peaceful persuasion, and O'Connor's physical force Chartism, with its focus on the threat of violence, has been given too much credence as an explanation for the failure of the Chartists. Instead, he places emphasis on the radical politics of the Chartists as emerging from within an increasingly well attuned membership rather than manipulative leaders. He argues that this made Chartism more threatening to the establishment and therefore made the governments of Peel and Russell take it seriously and leave nothing to chance. Candidates will identify which of the two interpretations they find more convincing and will provide good evidence in support of their judgement.

Level 4 ([23]–[30])

Answers at this level will reveal a very good understanding of the ways in which the past has been interpreted in the two extracts. Responses will present a very good analysis of the different interpretations of the reasons for the failure of the Chartists. Answers at this level will display a very good understanding of the historical context. In Interpretation A, Woodward points to the fractured nature of the Chartist leadership as a key factor in the failure of the movement, referring not just to the "big names" like William Lovett and Feargus O'Connor, but to James Bronterre O'Brien and Ernest Jones as well, though candidates might note that O'Brien and Jones both gravitated towards O'Connor's brand of physical force Chartism. In this type of company, Lovett, the advocate of moral force, appeared increasingly isolated, having more in common with the progressive factory owner and social reformer Robert Owen. However, in Interpretation B, Scott-Baumann argues that the Lovett–O'Connor and moral force–physical force dichotomy has been overemphasised as a reason for the failure of the Chartists. He contends that it was not so much Chartist weakness but the strength of the forces ranged against Chartism that led to the failure of the movement. Parliament overwhelmingly dismissed the Chartist petitions presented in 1839, 1842 and 1848. Both Whig and Conservative governments were prepared to meet Chartist violence – or the threat of violence – with force and the full rigour of the law, such as at Newport in 1839 and the Plug Riots of 1842. It could be argued that, in general, Interpretation A presents a restricted analysis and Interpretation B perhaps underestimates the significance of violence associated with the Chartists. Candidates will identify which of the two interpretations they find more convincing and will provide very good evidence in support of their judgement.

Any other valid material will be rewarded appropriately.

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Option 3

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MARKS

Option 4: Italy and Germany 1815–1871AVAILABLE
MARKS

Answer question 1(a) or 1(b) and question 2.

- 1 (a) Analyse the reasons for the growth of nationalist and liberal ideas in the German states in the period 1815–1848.

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses at this level will demonstrate a superficial understanding of the reasons for the growth of nationalist and liberal ideas in the German states in the period 1815–1848. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will be more detailed and provide some coherent information about the reasons for the growth of nationalist and liberal ideas in Germany in the period 1815–1848. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[7])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Points are developed, showing clearer explanation and analysis. Answers will begin to analyse a range of factors for the growth of nationalist and liberal ideas in Germany in the period 1815–1848. Responses may analyse the rise of student societies (*Burschenschaften*) and festivals such as the Wartburg Festival of 1817. They may comment on the upsurge of nationalism in the Rhineland in the 1840s after France claimed German territory on the left side of the Rhine, while nationalist feelings increased throughout Germany in 1846 when the King of Denmark attempted to include not only Schleswig but also Holstein, a member of the German Confederation, in his kingdom. This period also witnessed the growth of liberal ideas such as freedom of speech, press and worship and freedom of political association. The revolution in Paris in

July 1830 prompted demonstrations and unrest in South West Germany for greater liberalisation. Answers may analyse the role of the Customs Union (*Zollverein*) in promoting both liberal and nationalist sentiments in Germany, because it enabled Prussia to assume the economic leadership of the German states at the expense of Austria. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([8]–[10])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Points are very well developed and substantiated, showing sound explanation and analysis. Answers may analyse the role of musicians, poets, historians and philosophers such as Johann Herder and Friedrich Hegel in promoting nationalist ideas. They may analyse the importance of the festival in Hambach (Bavaria) in 1832 which greatly alarmed Metternich. Answers may observe that both nationalist and liberal ideas in this period were regional in character and often limited in scope. For example, the strongholds of liberalism were in Baden and Württemberg, states which were close to the border with France. In Baden, for example, there was a relaxation of press censorship in 1846, as well as reforms to the police and the judicial system. This culminated in a meeting of liberals at Heppenheim in October 1847, who demanded greater liberalisation and an elected national parliament. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [10]

- (b) Analyse why Prussia defeated Austria in the Austro-Prussian War of 1866.

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses at this level will demonstrate a superficial understanding of the reasons why Prussia defeated Austria in the Austro-Prussian War of 1866. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

AVAILABLE
MARKS

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Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will be more detailed and provide some coherent information about the reasons for Prussia's victory in the Austro-Prussian War, referring perhaps to Bismarck's diplomatic skills. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[7])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Points are developed, showing clearer explanation and analysis. Answers will begin to analyse a range of factors for Prussia's victory in the Austro-Prussian War. They may analyse Bismarck's diplomatic skill, perhaps discussing his success in securing French neutrality in any conflict with Austria at his meeting with Louis Napoleon at Biarritz in October 1865. Another key reason for Prussia's victory was the Prussian-Italian Treaty signed on 8 April 1866, which meant that Austria had to split up its army, sending 100 000 of its 275 000 troops southwards to fight the Italians. Responses may refer to Prussia's economic superiority over Austria, referring perhaps to its excellent natural resources and the importance of the *Zollverein*, but answers should establish a link to its military superiority over Austria. For example, Prussia's superior railway network had a major impact on its military campaign during the Austro-Prussian War, since it had five railway lines to transport its troops and military equipment southwards, while Austria had just one. Prussia also had superior weaponry and its needle gun inflicted heavy casualties on the Austrian army. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([8]–[10])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Points are very well developed and substantiated, showing sound explanation and analysis. Answers may analyse the qualities of Prussia's political and military leadership during the Austro-Prussian War. Bismarck was the leading European politician of his day and his Austrian counterparts were no match for him. Similarly, Helmuth von Moltke, the Prussian Chief of General Staff, proved far superior to his Austrian counterpart, General Ludwig von Benedek. Moltke played a key role in Prussia's military success over Austria by establishing a body to organise the transportation of troops to the battlefield, making effective use of the railway network. This enabled Prussia to mobilise its troops more quickly than Austria. Answers may also discuss the role of General Albrecht von Roon in modernising the Prussian army. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of

clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

[10]

AVAILABLE
MARKS

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- 2 (a) **Study Source 1.** How useful is Source 1 as evidence for an historian studying the attitude of Napoleon III to the expansion of Piedmont in Northern Italy? You must use contextual knowledge in your answer.

AVAILABLE
MARKS

This question targets AO2: the candidate's ability to analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. Candidates must use contextual knowledge in their answer.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[5])

Answers may, typically, paraphrase or quote at length from the source but fail to comment explicitly on relevant points in the light of the question. They may observe that this was a letter from Piedmont's ambassador in Paris to Cavour about a conversation he had had with Napoleon III.

Level 2 ([6]–[10])

Answers may, typically, confine themselves to the content of the source and assess its usefulness with reference only to the information it provides. Napoleon III is exerting pressure on Cavour to support France in the event of conflict between England and France.

Level 3 ([11]–[15])

Answers will utilise the source more comprehensively. They will not only discuss the content of the source well but also highlight its strengths by focusing on its mode, author, date, motive, audience and tone. The author represents a strength of the source since Marquis Villamarina holds a key position as Piedmont's ambassador in France. The date is significant because the letter was written shortly after the attempt of Felice Orsini, an Italian republican and former supporter of Mazzini, to assassinate Napoleon III. The mode, a private letter, enhances the reliability of source, while its audience is Camille di Cavour, the Prime Minister of Piedmont. The motive is to inform Cavour of Napoleon III's tough negotiating position, while the tone of the Emperor's words is uncompromising. The French Emperor is warning Cavour that, even though he had always "wanted Italy's happiness and independence" and had supported Piedmont's expansion in Northern Italy "with such passion", he would not hesitate to form an alliance with Austria, Piedmont's arch-enemy, if Cavour failed to support France in the event of hostilities against England. Piedmont could not remain on friendly terms with both England and France, since, as Napoleon put it, there were only "two possibilities: you are either with me or against me".

Level 4 ([16]–[20])

Answers will not only discuss the merits of the source, but also its limitations. Any plausible limitations should be rewarded. Answers will fully exploit the source and show full appreciation that its value does not just lie in its content but comment on its date, author, mode, motive, audience and tone. To obtain a mark at Level 4, candidates must include relevant contextual knowledge in their answer. Responses may explain Napoleon III's comment on the contrasting attitudes of England and France to the Treaty of Vienna. They may also place Napoleon III's thoughts on 6 February 1858 in the wider

context of his secret meeting with Cavour at Plombières on 21 July 1858, their agreement that France would support Piedmont in a war against Austria if a suitable pretext could be found, and the outcome of the North Italian War of 1859. Answers will also identify the limitations of the source, observing perhaps that its most important shortcoming is its date. The French Emperor's conversation with Villamarina took place only three weeks after Orsini's attempt on his life. Napoleon III's uncompromising and emotional attitude towards Cavour was no doubt influenced by the traumatic events of 14 January and this is supported by the pressure the Emperor exerted on Cavour at that time to close down opposition newspapers in Piedmont and abolish trial by jury. The fact that Napoleon III's thoughts were conveyed to Cavour through an intermediary, Piedmont's ambassador in Paris, may also impair the reliability of the source since Villamarina may have inadvertently or deliberately introduced changes of meaning or emphasis.

Any other valid material will be rewarded appropriately.

[20]

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- (b) Study Interpretation A and Interpretation B.** Historians have different views about particular issues. Using both interpretations, and your understanding of the historical context, which of these different interpretations of the causes of the unification of Italy do you find more convincing?

This question targets AO3: the candidate's ability to analyse and evaluate, in relation to historical context, different ways in which aspects of the past have been interpreted.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[7])

Answers will display a limited understanding of the ways in which the past has been interpreted in the two extracts. Responses will reveal a limited analysis of the interpretations of the causes of the unification of Italy. Answers at this level will display little or no understanding of the historical context. Responses may discuss only one of the interpretations. Candidates will not identify which of the two interpretations they find more convincing or will reach an unsubstantiated judgement.

Level 2 ([8]–[14])

Answers will display a satisfactory understanding of the ways in which the past has been interpreted in the two extracts. Responses will begin to analyse the two different interpretations of the causes of the unification of Italy. Answers at this level may display some understanding of the historical context. Candidates will reveal a satisfactory understanding of the views of Clark in Interpretation A and Anderson in Interpretation B. Interpretation A argues that Cavour and Garibaldi brought about the unification of Italy. According to Anderson in Interpretation B, the actions of Napoleon III were the key reason for the unification of Italy. Candidates may identify which of the two interpretations they find more convincing and will provide some evidence in support of their judgement.

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MARKS

Level 3 ([15]–[22])

Answers at this level will reveal a good understanding of the ways in which the past has been interpreted in the two extracts. Responses will present a good analysis of the different interpretations of the causes of the unification of Italy. Answers at this level will display a good understanding of the historical context. Clark in Interpretation A makes a number of points to support the view that Italian unification came about as a result of ‘the gifts of two men of genius, Cavour and Garibaldi’. He points out that it was Cavour who should gain the credit for negotiating the secret treaty with Napoleon III at Plombières which led to the war against Austria from which Piedmont gained Lombardy. He appears to attribute even greater importance to ‘Garibaldi’s genius and determination that won the south in 1860’, arguing that he gained ‘more spectacular victories than Victor Emmanuel’s army ever managed to do’. On the other hand, Anderson implicitly plays down the importance of Cavour and Garibaldi, maintaining that it was Napoleon III who ‘made an essential contribution to Italian unification’ by his victory over Austria in the North Italian War. According to Anderson, it was Austria’s military defeat which led to Tuscany, Parma and Modena being annexed by Piedmont. In debating whether Cavour or Napoleon III played a more important role in the unification of Italy, answers may elaborate on what Clark describes as the ‘Franco-Piedmontese Alliance’, perhaps discussing Piedmont’s participation in the Crimean War, its presence at the Peace Conference in Paris and, in particular, the secret agreement Cavour and Napoleon III reached at Plombières in 1858. Candidates will identify which of the two interpretations they find more convincing and will provide good evidence in support of their judgement.

Level 4 ([23]–[30])

Answers at this level will reveal a very good understanding of the ways in which the past has been interpreted in the two extracts. Responses will present a very good analysis of the different interpretations of the causes of the unification of Italy. Answers at this level will display a very good understanding of the historical context. Responses may challenge Clark’s views in Interpretation A by pointing out that, although the unification of Italy was not completed until 1870, Cavour had died as early as 1861. Even though Garibaldi’s ‘Thousand’ did gain some spectacular military victories, he also suffered failures: first, in 1860, when his planned march on Rome was prevented by Cavour, then in 1862, when his attempt to take Rome was foiled by King Victor Emmanuel’s troops at the Battle of Aspromonte, and finally in 1867, when another march on Rome resulted in defeat by the French at the Battle of Mentana. However, answers may also challenge Anderson’s interpretation because he plays down the importance of Napoleon III’s betrayal of Piedmont, when he signed an armistice with Franz Joseph at Villafranca in July 1859 to end France’s participation in the North Italian War. Cavour was not even consulted and, while Piedmont gained Lombardy, it did not acquire Venetia. Candidates will identify which of the two interpretations they find more convincing and will provide very good evidence in support of their judgement.

Any other valid material will be rewarded appropriately. [30]

Option 4

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MARKS

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Option 5: Germany 1919–1945

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Answer question 1(a) or 1(b) and question 2.

- 1 (a) Analyse why the Nazis rose to power between the Wall Street Crash of October 1929 and Hitler's appointment as Chancellor on 30 January 1933.

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses at this level will demonstrate a superficial understanding of why the Nazis rose to power between October 1929 and January 1933. Candidates make a limited selection and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will be more detailed and provide some coherent information about why the Nazis rose to power between October 1929 and January 1933. For example, responses may refer to the effects of the depression but give insufficient evidence to illustrate the increase in Nazi electoral support and omit to discuss the significance of political intrigue under President Hindenburg. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[7])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Points are developed, showing clearer explanation and analysis. Answers will begin to analyse a range of factors with regard to why the Nazis rose to power between October 1929 and January 1933 with few omissions. Answers may illustrate the effects of the Wall Street Crash and the increase in Nazi electoral support but give insufficient evidence to illustrate the significance of political intrigue by right-wing members of the elite. The economic depression undermined the Weimar Republic. Some 50 000 businesses went bankrupt between 1930 and 1932, while five major banks closed down. American loans and investments were withdrawn, while there was a general decline in world

trade. In March 1930 the SPD-led coalition government under Müller collapsed. The depression brought instability to the Weimar Republic and was one of the main reasons why the Nazis grew to be the largest political party by the summer of 1932, the year in which unemployment peaked at 6 million. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([8]–[10])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Points are very well developed and substantiated, showing sound explanation and analysis. Top level answers will provide a comprehensive analysis of why the Nazis rose to power between October 1929 and January 1933. The acute economic distress resulting from the onset of the depression after October 1929 coincided with a sharp rise in electoral support for the Nazi Party. Through his excellent oratory and charisma, Hitler was able to exploit the dissatisfaction of the masses with the Weimar Republic. His attacks on the terms of the Versailles Treaty enjoyed widespread support among the German electorate, as did his promise of strong government. Hitler's tirades against Marxists were also popular. The Nazis were able to project their slogans at mass rallies through an effective propaganda machine established by Goebbels. By allowing successive chancellors to dissolve parliament and rule by emergency decrees under Article 48 of the constitution, President Hindenburg accustomed the German people to authoritarian government and thus paved the way for the rise of the Nazis. Political intrigues involving elite politicians, particularly von Schleicher and von Papen, accelerated the decline of the Weimar Republic and eventually persuaded Hindenburg to appoint Hitler as Chancellor on 30 January 1933. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [10]

- (b) Analyse the consequences of the war for the German people in the period 1939–1945.

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer

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is in narrative form with limited understanding, explanation and analysis. Responses at this level will demonstrate a superficial understanding of the consequences of the war for the German people in the period 1939–1945. Candidates make a limited selection and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will be more detailed and provide some coherent information about the consequences of the war for the German people in the period 1939–1945. They may refer to issues such as rationing, the impact of allied bombing, the mobilisation of the labour force, the use of foreign labour, propaganda and morale but these consequences will not be discussed in depth. There will be significant gaps and omissions. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[7])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Points are developed, showing clearer explanation and analysis. Answers will begin to analyse a range of consequences of the war for the German people in the period 1939–1945. They may refer to some consequences of the war, such as rationing and the impact of allied bombing. The rationing system worked efficiently and there were no serious food shortages between 1939 and 1941. After the invasion of the Soviet Union in June 1941, some rations were reduced. By 1945, especially in the industrial cities, food supplies had become very precarious and many Germans were experiencing malnutrition. In 1942 an Allied mass bombing campaign began in which the RAF attacked German cities by night and the United States Army Air Forces attacked by day. In 1943 the bombing campaign reached an even greater intensity. Germany's civilian population did display resilience in defiance of the bombing but, as the raids continued, there was a serious erosion of civilian morale. Despite the growing war-weariness, workers continued to turn up for work and until the end of 1944, production was maintained. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([8]–[10])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Points are very well developed and substantiated, showing sound explanation and analysis. Top level answers will clearly analyse the consequences of the war for the German people in the period 1939–1945. They may refer not

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only to the impact of the war in terms of rationing and allied bombing but also in terms of the mobilisation of the labour force and morale. With the outbreak of war there was a need to increase the production of armaments. There was a reduction of workers employed in consumer goods' industries and a consequent rise in the numbers employed in munitions. After 1941 Hitler's opposition to the increased use of women in industry meant that the shortage of labour posed a serious threat to the plans to increase production of vital war materials. In 1943 all men aged 16 to 65 and women aged 17 to 45 had to register for work. At the start of the war the public mood was one of reluctant loyalty and a hope that the war would be over soon. There was euphoria at the rapid victories in 1940 but by 1941 this was replaced by growing disillusionment with the prospect of a long war. After the defeat at Stalingrad in January 1943 war-weariness became much more evident. By 1944 morale had declined further and collapsed in 1945. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

[10]

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- 2 (a) **Study Source 1.** How useful is Source 1 as evidence for an historian studying the aims of Nazi economic policies in the period 1933–1936? You must use contextual knowledge in your answer.

This question targets AO2: the candidate's ability to analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. Candidates must use contextual knowledge in their answer.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[5])

Answers may, typically, paraphrase or quote at length from the source but fail to comment explicitly on relevant points in the light of the question. They may observe that the source is a public speech by Hitler in the first year of the Nazi regime, emphasising the aim of reducing unemployment by government investment in the private sector and a public works programme.

Level 2 ([6]–[10])

Answers may, typically, confine themselves to the content of the source and assess its usefulness with reference only to the information it provides. In the source Hitler reveals that in order to bring about an economic recovery from the depression the Nazi government was going to reduce unemployment through government investment in the private sector and a public works programme which would include the construction of the *Autobahns*.

Level 3 ([11]–[15])

Answers will utilise the source more comprehensively. They will not only discuss the content of the source well but also highlight its strengths by focusing on its mode, author, date, motive, audience and tone. At the outset of the Nazi regime Hitler publicly committed himself to the immediate aim of reducing unemployment through government investment in the private sector and a series of public works projects, including the construction of the *Autobahns*. The content, author, date and mode of the source can be regarded as particular strengths of the source. Hitler's motive was to reassure a working class audience, which had been affected by the depression, that his government would urgently introduce economic policies to improve their situation. With regard to the tone of the source, on the one hand Hitler revealed empathy with the plight of the workers due to the depression with the use of phrases such as "terrible economic crisis," "appalling suffering and misfortune" and "despondency and despair;" and on the other hand, he expressed optimism that his government would introduce economic policies which would be successful, with phrases such as "the elimination of unemployment" and "a work of greatness."

Level 4 ([16]–[20])

Answers will not only discuss the merits of the source, but also its limitations. Any plausible limitations should be rewarded. Answers will fully exploit the source and show full appreciation that its value does not just lie in its content but comment on its date, author, mode, motive, audience and tone. To obtain a mark at Level 4, candidates must include relevant contextual knowledge in their answer. Shortcomings of the source are its content, date

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and mode. The source omits any references to other economic aims such as rearmament and autarky. The source only provides evidence concerning the short-term aim of reducing unemployment and, as the date of the source is 1933, it does not provide evidence concerning the period 1934–1936. As a public speech by Hitler to a specific audience there is an element of propaganda in the source to try to ensure support from such a large social group as the working class. From their contextual knowledge, candidates could clarify how the Nazis attempted to reduce unemployment through the projects which they labelled as the “battle for work.” Under Schacht’s guidance there was a major revival of public investment led, for the most part, by the state itself, which embarked on a large-scale increase in its own spending in an effort to stimulate demand and raise national income. Deficit financing was adopted through a range of economic measures. There was direct spending by the state on a range of investment projects in construction and transportation. It has been estimated that by the end of 1933 only 1000 workers were employed in the construction of the motorways (*Autobahns*). In 1936, an all-time maximum of 120 000 worked on the motorways. They were a visible sign of economic revival and national renewal, achieved by Hitler’s government, but they were more of a propaganda exercise than a reflection of Hitler’s priorities.

Any other valid material will be rewarded appropriately. [20]

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MARKS

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- (b) Study Interpretation A and Interpretation B.** Historians have different views about particular issues. Using both interpretations, and your understanding of the historical context, which of these different interpretations of the aims of Nazi economic policies in Germany in the period 1933–1939 do you find more convincing?

This question targets AO3: the candidate’s ability to analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[7])

Answers will display a limited understanding of the ways in which the past has been interpreted in the two extracts. Responses will reveal a limited analysis of the interpretations of the aims of Nazi economic policies in Germany in the period 1933–1939. Answers at this level will display little or no understanding of the historical context. Responses may discuss only one of the interpretations. Candidates will not identify which of the two interpretations they find more convincing or will reach an unsubstantiated judgement.

Level 2 ([8]–[14])

Answers will display a satisfactory understanding of the ways in which the past has been interpreted in the two extracts. Responses will begin to analyse the two different interpretations of the aims of Nazi economic policies in Germany in the period 1933–1939. Answers at this level may display some understanding of the historical context. Candidates will reveal a satisfactory understanding of the views of Overy and Tooze. Interpretation

A essentially argues that the most important aim of Nazi economic policies in the early years was to reduce unemployment, largely through civilian work creation projects. Interpretation B essentially argues that the aim of reducing unemployment through work creation was not that important and that rearmament was the most important aim. The 1936 Four Year Plan not only revealed that rearmament was the priority but also the importance attached to the goal of achieving self-sufficiency (autarky). Candidates may identify which of the two interpretations they find more convincing and will provide some evidence in support of their judgement.

Level 3 ([15]–[22])

Answers at this level will reveal a good understanding of the ways in which the past has been interpreted in the two extracts. Responses will present a good analysis of the different interpretations of the aims of Nazi economic policies in Germany in the period 1933–1939. Answers at this level will display good understanding of the historical context. Overy in Interpretation A argues that at the outset of the regime the Nazis prioritised the aim of solving the unemployment problem through state-funded work creation projects to achieve an economic recovery. Emphasis is placed on the view that most of the investment in work creation projects was civilian rather than military in character in the early years. The construction of the *Autobahns* is highlighted as an important project in contributing to the achievement of the aim of reducing unemployment. Rearmament only became a more significant aim in 1936 once the recovery had been achieved. However, Tooze in Interpretation B suggests that solving the unemployment problem through state-funded civilian work creation projects was not as prominent as other historians believe. Tooze emphasises that from 1933 rearmament was the most important aim of Nazi economic policies and that military investment was greater than investment in civilian work creation. Hitler's Four Year Plan memorandum of 1936 provides evidence that in the long term rearmament was the most important aim of Nazi economic policies so that the country would be ready for war. Tooze also reveals that from 1936 the Nazis had the additional aim of trying to achieve autarky by trying to make Germany as self-sufficient as possible in fuel. Candidates will identify which of the two interpretations they find more convincing and will provide good evidence in support of their judgement.

Level 4 ([23]–[30])

Answers at this level will reveal a very good understanding of the ways in which the past has been interpreted in the two extracts. Responses will present a very good analysis of the different interpretations of the aims of Nazi economic policies in Germany in the period 1933–1939. Answers at this level will display a very good understanding of the historical context. Interpretation A emphasises that the most important short-term aim of Nazi economic policies in the early years was to reduce unemployment to achieve an economic recovery. The regime's work creation programme was launched on 1 June 1933 with the Law to Reduce Unemployment. The scheme involved the granting of government loans and grants for the promotion of building and renovation projects by both government bodies and private concerns. It has been estimated that the regime invested 1.5 billion RM on work creation in 1933 and 2.5 billion RM in 1934. From June 1935 the Reich Labour Service (RAD) made labour service compulsory for males between the ages of 19 and 25. Most were employed in public works. Interpretation

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B emphasises that rearmament was the most important long-term aim of Nazi economic policies from 1933. It has been estimated that in the period 1933–1935 the Nazi regime invested 10.2 billion RM on rearmament before the introduction of the Four Year Plan in 1936. Although many of the targets of the Four Year Plan were not achieved, it has been estimated that in 1938 17 per cent of Germany's gross national product was being spent on rearmament. It could be suggested that Overy in Interpretation A focuses on the short-term aim of reducing unemployment but needs to give greater emphasis to the long-term aims of rearmament and autarky. It could be suggested that Tooze in Interpretation B underestimates the significance of the aim of reducing unemployment and the contribution the civilian work creation projects made to the achievement of that aim. Candidates will identify which of the two interpretations they find more convincing and will provide very good evidence in support of their judgement.

Any other valid material will be rewarded appropriately.

[30]

Option 5

Total

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MARKS**

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60

60